



CHILD CARE AND DEVELOPMENT FUND PLAN
FOR THE STATE OF ALASKA
FFY 2008-2009

This Plan describes the CCDF program to be conducted by the State for the period 10/1/07 – 9/30/09. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 165 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires [DATE])

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AMENDMENTS LOG

Child Care and Development Services Plan for
For the period: 10/1/07 – 9/30/09

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

PART 1
ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: Alaska Department of Health and Social Services
Address of Lead Agency: P.O. Box 110601, Juneau, AK 99811-0601
Name and Title of the Lead Agency's Chief Executive Officer: Karleen Jackson, Commissioner
Phone Number: 907-465-3030
Fax Number: 907-465-3038
E-Mail Address: karleen_jackson@health.state.ak.us
Web Address for Lead Agency (if any): <http://www.hss.state.ak.us/>

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State Child Care Contact (CCDF): Mary Lorence
Title of State Child Care Contact: Child Care Program Manager
Address: 619 E. Ship Creek Ave. Suite 230, Anchorage, AK 99501-1677
Phone Number: 907-269-4500
Fax Number: 907-269-4520
E-Mail Address: mary_lorence@health.state.ak.us
Phone Number for child care subsidy program information (for the public) (if any): 1-888-268-4632
Web Address for child care subsidy program information (for the public) (if any): <http://www.hss.state.ak.us/dpa/programs/ccare/>

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2007 through September 30, 2008. (§98.13(a))

CCDF: \$ 11,777,879
Federal TANF Transfer to CCDF: \$ 11,077,400
Direct Federal TANF Spending on Child Care: \$ 11,050,000
State CCDF Maintenance of Effort Funds: \$ 3,544,811

State Matching Funds: \$ 4,020,435
Total Funds Available: \$ 41,470,525

1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): \$ 785,000 (4.9%). (658E(c) (3), §§98.13(a), 98.52)

1.5 Administration of the Program

Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

☐ Yes.

☒ No. If no, use the table below to **identify** the name and type of agency that delivers services and activities. (If the Lead Agency performs the task, mark “n/a” in the box under “Agency.” If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.)

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)	
Determines individual eligibility:			
a) TANF families	n/a	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b) Non-TANF families	<u>Lead Agency</u>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	<u>Governmental grantees:</u> Municipality of Anchorage, Fairbanks North Star Borough, Haines Borough, Kodiak Island Borough, City and Borough of Sitka, City of Valdez, Metlakatla Indian Community	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

	<u>Non-profit agency grantees:</u> Cordova Family Resource Center, Alaska Family Services, South Peninsula Haven House, Catholic Community Services, The LeeShore Center, Seaview Community Services, Alaska Island Community Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assists parents in locating care	Grantees listed above and Child Care Resource and Referral Agencies: Child Care Connection, AEYC-SEA, Play N Learn	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Makes the provider payment	n/a	<input type="checkbox"/> Yes <input type="checkbox"/> No
Quality activities	Lead Agency Child Care Resource and Referral agencies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Other:		<input type="checkbox"/> Yes <input type="checkbox"/> No

If the Lead Agency uses outside agencies to deliver services and activities, **describe** how the Lead Agency maintains overall control.

The Lead Agency manages all child care programs at the state level. Grantees and contractors, in the form of local government entities and non-profit organizations, implement many of the services, including: determining eligibility for non-TANF subsidized child care services, determining eligibility for child care providers to become approved to participate in the Child Care Assistance Program, providing child care referral services and supplying comprehensive consumer awareness, education and training to families, child care providers and the general public. In Anchorage, a grantee also provides child care licensing services. CCDF fiscal management and program policy development remain at the state level.

The Lead Agency monitors grantees and contractors through a combination of annual on-site visits, random desk audits, and review of monthly statistical reports, quarterly fiscal and narrative reports. Grantees attend formal training sessions on policy and procedures required by the Lead Agency and participate in monthly technical assistance teleconferences conducted by the Lead Agency.

The grantee must certify that they will comply with the terms, conditions, and assurances of their grant and perform all work required in their agreed scope of work. Specific deliverable and performance indicators such as adequate program access, timely and efficient service delivery, accurate eligibility and payment determinations, fiscally responsible program expenditures, and accessible professional development and training opportunities for child care providers across the state are monitored over the course of the grant. Specific Federal and State audit requirements are also required and must be adhered to by the grantees, with oversight by the Lead Agency.

1.6 Use of Private Donated Funds

Will the Lead Agency use private funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

- ☐ Yes. If yes, are those funds:
- ☐ Donated directly to the State?
 - ☐ Donated to separate entity designated to receive private donated funds?
Name:
Address:
Contact:
Type:
- ☒ No.

1.7 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

1.7.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

☐ Yes, and:

(☐) The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

(%) Estimated percentage of the MOE requirement that will be met with pre-K expenditures.(Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

☒ No.

1.7.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

☐ Yes, and

(__%) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

☒ No.

1.7.3 If the State answered yes to 1.7.1 or 1.7.2, the following **describes** State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

1.8 Improper Payments

1.8.1 How does the Lead Agency define improper payments?

The Lead Agency defines improper payments as payments received by a family or child care provider that the family or provider was not entitled to under Alaska Statute 47.25.001 – 47.25.150 and Alaska Administrative Code 4 AAC 41.010 – 41.990.

1.8.2 Has your State implemented strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

☒ Yes, and these strategies are:

- Implemented a statewide web-based computer management system which is accessible by the state for monitoring payments authorized by grantees throughout the state.
- Reclassified a child care licensing position to a quality control technician to monitor child care assistance family eligibility services grantees, provide random case reviews of eligibility

determinations, and complete initial research on suspected improper payments.

- Implemented a requirement for grantees to conduct supervisory case reviews of family eligibility determinations and child care authorizations according to statewide policies and procedures.
- Drafted new regulations that will allow the Division of Public Assistance Fraud Unit to take action on improper payments. These regulations have not been adopted at this time.

☐ No. If no, are there plans underway to determine and implement such strategies?

☐ Yes, and these planned strategies are:

☐ No.

PART 2
DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

- 2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). **Indicate** the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development services, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, and (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation in Development of the Plan	Coordination with Service Delivery
Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
Public health	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
Employment services / workforce development	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
Public education	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *

	Consultation in Development of the Plan	Coordination with Service Delivery
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Representatives of local government	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>
State/Tribal agency (agencies) responsible for		
State pre-kindergarten programs	<input type="checkbox"/>	<input type="checkbox"/>
Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (See guidance):	<input type="checkbox"/>	<input type="checkbox"/>

* Required.

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

State and Local Government -

Local government consultation and coordination occurs in the following ways:

- The State of Alaska enters into an agreement with the Municipality of Anchorage to provide child care licensing services within the Municipality of Anchorage, which represents half of the population of the state.
- Child Care Program Office staff meet on a monthly basis with the Municipality of Anchorage licensing staff and participate in meetings regarding their municipal licensing code revision work.
- The Municipality of Anchorage participates in State of Alaska Child Care Licensing Regulation training with the Child Care Program Office licensing staff.
- Child Care Program Office staff provides monthly informational updates on licensed child care facilities to state and local government offices such as: Planning and Zoning, Public Safety, Environmental Conservation and Fire Marshall Offices.
- Seven of the fourteen grantees for providing Local Administrator services are local governments, municipalities or tribal entities. Monthly teleconferences are hosted by the Lead Agency in which all grantees are required to participate. It is at these meetings that exchanges of information and input into policy formulation occur.

Public Health –

The State Child Care Administrator participates on the Department's Children's Policy Team, along with representatives from the Division of Public Health and the Division of Behavioral Health. Department of Health and Social Services children's issues of concern across Divisions are addressed at these meetings.

Public Health staff are consulted regarding changes to child care licensing health requirements. A recent reorganization in the Department of Health and Social Services created a new section in the Division of Public Health – the Certification and Licensing Unit. This unit is responsible for coordinating all licensing functions of the department and promulgating omnibus regulations that apply to all licensed entities. The Lead Agency's child care licensing staff participates on the team that is working on these regulations.

The State Child Care Administrator also participates on the Early Childhood Comprehensive Systems steering committee and the Strengthening Families steering committee, along with staff from Public Health. Both of these committees foster coordination and collaboration of services.

The Lead Agency's child care licensing staff work closely with Public Health to ensure that child immunization requirements are met. Child care licensing staff provide licensed facilities with a computer program created by Public Health called "Self-Image." Providers input child immunization information into Self-Image; the program then provides notices to the child care provider of needed immunizations coming up, provides information about the appropriate timetables for obtaining immunizations, alerts providers as to whether or not the children in their care are current with their immunizations, etc.

Public Health staff audit the immunization records of select facilities each year. They forward their results to the licensing office. If a facility receives 100% compliance on their audit, the licenser does not audit the records as well.

Public Health staff also periodically provides immunizations on-site at child care facilities, participate in health and safety training for child care providers, assist in responding to health related outbreaks in child care, and provide on-site health consultation.

Employment Services –

The Lead Agency is located in the Department of Health and Social Services, Division of Public Assistance. The Division of Public Assistance is the TANF agency for the State of Alaska and works closely with the Department of Labor in developing job opportunities for all Alaskans, while targeting families on TANF. Child Care is acknowledged as a necessary support for families who wish to enter and remain in the work force. Information about child care resources is available at job centers throughout the state; case managers and employment counselors receive child care information training for use as part of their resource portfolio for families.

The Lead Agency oversees an on-site child care center in a busy job center in Anchorage – for use by job center customers. The child care center is operated by the local child care resource and referral agency which enhances their ability to provide child care referrals to customers.

The Lead Agency also participates on the early childhood professional development council (System for Early Education Development – SEED) for the state, as does a representative from the Department of Labor. This participation allows each agency, as well as other partner agencies, to network, update each other on changes and events, and to collaborate on efforts to promote early childhood professional development.

The State Child Care Administrator was an integral player in the development of an economic impact study of early care and education providers in the state. The study was commissioned by the SEED Council and will be used to advocate for better support for this sector of the workforce.

Lead Agency staff have met with Department of Labor representatives regarding the dissemination of information to parents about the necessity of paying employment taxes for in-home child care providers. The Lead Agency has facilitated participation of representatives from the Department of Labor in various child care meetings to disseminate this information.

Public Education –

The Lead Agency:

- Works with school districts to license before-and-after school child care programs in the schools
- Coordinates with the Department of Education and Early Development on program oversight and regulation of preschools.

Presently, regulations governing preschools (under the Department of Education and Early Development) and child care (under the Department of Health and Social Services) do not align. A work group, including Lead Agency staff, has been formed to explore options and present recommendations to the Commissioners of both Departments.

- Participates on the Best Beginnings Early Learning Council and Implementation Team, along with staff from the Department of Education and Early Development. Best Beginnings is a public/private partnership formed to implement recommendations of the Governor's Ready to Read, Ready to Learn Task Force.
- Funds training and enhanced referrals by the Child Care Resource and Referral agencies regarding serving young children with special needs and linking with school district services for 3-5 year olds
- Works with representatives from the Department of Education and Early Development on the publishing, distribution, development of training, and evaluation of the Early Learning Guidelines.
- Participates on the System for Early Education Development (SEED) Council, along with several representatives from the Departments of Education and Early Development and the university system.

TANF –

The Lead Agency for child care – the Division of Public Assistance - is also the TANF agency in Alaska. The State Child Care Administrator serves on the management team for the Division and attends regular management meetings. Child care is an integral part of the Division's mission, and over the past two years, child care has continued its integration into the work of the Division. This has included development of a child care management information system which is linked to the TANF family eligibility data base; development of regulations that will allow the Division's Fraud Unit to pursue child care cases; development of a more structured grantee monitoring and review process with the assistance of the Division's Quality Assurance Unit; and incorporating the child care research position into the Division's Research and Analysis Unit. The co-location of the child care agency and the TANF agency in the same division has also allowed the Child Care Assistance Program for TANF families and the Child Care Assistance Program for non-TANF families to become better aligned.

Tribal -

The Lead Agency continues to host quarterly teleconference meetings with Tribal Organizations receiving CCDF funding. These meetings allow the state and the Tribal Organizations to share current child care activities and issues with each other, as well as to hear from guest participants

about new initiatives or clarifications of policy. Guest participants have included staff from the Early Childhood Comprehensive System, the state's child protective services office, the Rural Child Care Initiative, Best Beginnings, and the Child Care Food Program. Lead Agency staff also participate in ad hoc requests to meet with Tribal Organizations.

Head Start –

The Lead Agency and the Head Start Collaboration director continue to promote collaboration between child care providers and Head Start programs, including those run by Tribal Organizations. Recent collaborative activity between child care and Head Start include:

- Regular and frequent meetings between the Child Care Administrator and the Head Start Collaboration Director.
- Inclusion of the Child Care Administrator in the Alaska Head Start Leadership Council meetings.
- Joint participation on the System for Early Education Development Council (SEED), the Alaska Strengthening Families Initiative team, the Early Childhood Comprehensive Services grant team, the Early Learning Guidelines steering committee, and the *Best Beginnings* implementation team.
- Inclusion of the Child Care Resource and Referral agencies in the dissemination of Head Start traveling training kits for use with all early childhood providers in communities where the kits are used. The kit topics include reflective supervision, physical activities and nutrition.

Inclusion –

Child Care Resource and Referral (CCR&R) grantees administer Alaska Inclusive Child Care (Alaska IN!), an enhanced child care referral and supplemental funding program, for children with special needs. A Special Needs Supplement may be available for families who participate in the state Child Care Assistance Program. CCR&R staff work with parents and providers to determine needed accommodations, to establish eligibility and a rate of supplemental funding, and to develop and monitor a Provider Training Plan to meet the needs of the child. They also work to expand the availability of quality child care by promoting inclusive practices.

- 2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of the State's efforts in this area. **Note: Please check only ONE.**

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted.
The draft is included as **Attachment 2.1.2.**
- ☐ **Developed.** A plan has been written but has not yet been implemented.
The plan is included as **Attachment 2.1.2.**
- ☒ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as **Attachment 2.1.2.**
- ☐ **Other (describe):**

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2006-2007 State Plan.

The Lead Agency continues to lead coordination efforts between child care licensing, Child Care Assistance Program, and child care resource and referral programs. The Lead Agency continues to participate in the development and implementation of statewide early childhood plans and efforts such as the Early Childhood Comprehensive Systems plan, the Best Beginnings plan, the Strengthening Families Initiative, and the Early Learning Guidelines development, dissemination, education, and evaluation plan. Lead Agency staff also continue to regularly meet with Tribal Organizations and participate on the Department of Health and Social Services Children's Policy Team and an informal coordinating group consisting of representatives from the Child Care Resource and Referral network, Best Beginnings, the Alaska Association for the Education of Young Children, Head Start, the Early Childhood Comprehensive Systems administrator, and the System for Early Education Development (SEED) staff person.

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

There is not *one* entity responsible for ensuring that such coordination occurs across all systems. The Early Childhood Comprehensive Systems steering committee works to ensure that coordination occurs across all *state* early childhood efforts and has recommended that a permanent guidance structure be created to provide oversight of a comprehensive, integrated service system for young children prenatal to eight. Members of the committee represent Head Start, child care, public health, behavioral health, child protective services, early intervention, and certified preschools. This committee will be expanded (and possibly

renamed) to include Department of Corrections staff, Department of Education and Early Development staff representing elementary schools and university staff representing early childhood education. The Best Beginnings Early Learning Council, staff, and implementation team coordinate private sector involvement around early learning and literacy efforts. There are common members on both groups. In addition, the System for Early Education Development (SEED) Council continues their efforts in promoting and aligning early childhood professional development activities in the state.

Coordination continues to be the way of doing business in the state, where we have a relatively small population involved in early childhood programs. Coordination occurs at the policy level as well as at the program level. At the policy level, regulations and policies are promulgated and coordinated between programs. Alignment of services must be ensured at the program level, prior to implementing regulations and policies.

Program level coordination efforts include:

Early childhood training

- Head Start Programs, Child Care Licensing staff, Child Care Food Program staff, Child Care Resource and Referral Agencies, Early Intervention staff, Public Health staff, Department of Labor staff, and Tribal Organizations combine efforts to provide training opportunities for early childhood workers in communities across the state.
- Licensing staff contact the Child Care Resource and Referral Agencies and Child Care Food Programs when child care providers need training and further encouragement and mentoring to improve the quality of care they offer.

Community network meetings

- Local Administrators of the Child Care Assistance Program, community outreach workers of the Child Care Resource and Referral agencies, Tribal Organizations and child care licensors jointly plan community informational meetings for child care providers.

Child care provider complaints

- Local administrators of the Program and child care resource and referral staff refer child care provider complaints to child care licensing staff who follow up on complaints about both licensed and legally exempt child care providers.

Child attendance tracking

- Child attendance records are required by the Child Care Grant Program, Child Care Licensing, the Child Care Food Program, and the Program. When questions about attendance arise, these programs work together to identify discrepancies and possible incorrect records.

Describe the results or expected results of this coordination.

The expected results of this coordination include:

- Development of common goals and expectations for children
- Increase in the quality of child care
- An effective, non-duplicative and aligned system of early childhood services in the state
- An efficient and effective delivery of professional development services to child care providers
- Greater sense of community and empowerment by child care providers
- Increased professionalism of child care providers
- Improved retention of child care providers
- Fewer improper payments for child care
- Improved coordination of the state Child Care Assistance Program with Tribal Child Care Assistance Program

Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

The Early Learning Guidelines, plans for professional development and outcomes for children are essential and inseparable components of a coordinated system of early childhood services. Outcomes for children are always the driving force for planning and implementing early childhood programs. The Early Learning Guidelines provide a common language that identifies our expectations of young children. The Early Learning Guidelines and our desired outcomes for children are incorporated in the development of curriculum for early childhood practitioners.

Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

As discussed earlier, there are several working plans for coordination. These plans are in a constant implementation, review, revision and evaluation process.

2.2 Public Hearing Process

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

Date(s) of statewide notice of public hearing: May 23, 2007

Manner of notifying the public about the statewide hearing: Post on Child Care Program Office and state public notice web sites, inform attendees at CCDF Plan informational meetings, distribute notice electronically to grantees and tribal organizations, and send post cards to child care providers.

Date(s) of public hearing(s): June 12, 2007

Hearing site(s): Anchorage, Legislative Information Office with a Statewide Teleconference connection

How the content of the plan was made available to the public in advance of the public hearing(s): Posted on the CCPO website, linked to draft plan posted on state public notice website, through CCDF Plan informational meetings (5), mailed a hard copy of the plan upon request.

A brief summary of the public comments from this process is included as **Attachment 2.2.**

We had one public hearing following 5 informational meetings across the state, held in Juneau, Anchorage, Fairbanks, Kenai and Mat-Su Valley.

2.3 Public-Private Partnerships

Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?



Yes. If yes, **describe** these activities or planned activities, including the results or expected results.

The Lead Agency participates on the Early Learning Council that oversees the efforts of Best Beginnings. Best Beginnings is a private sector effort that provides leadership in coordinating private sector involvement with public involvement - around support for families to "provide superb learning environments for their young children". An implementation plan for Best Beginnings, which describes activities and expected results, is in the final draft stages. It will be included as part of the CCDF plan once it is adopted.



No.

PART 3 CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System

Describe the overall child care certificate process, including, at a minimum:

- (1) a description of the form of the certificate (98.16(k));

The child care certificate is in the form of a child care authorization. The authorization identifies the children for whom child care is authorized; identifies the provider selected by the family; describes the child care authorized, including each category of care, based on the expected participation by each parent in an eligible activity; states the anticipated eligible cost of care, including the family contribution and the anticipated benefit amount paid on behalf of the family, and states the period of time for which the authorization is effective.

Authorizations may be issued for a period up to 6 months at the discretion of the grantee.

- (2) a description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2)) and

When parents are determined eligible and funding is available, they are given information about choosing a child care provider. If they have already selected a provider, a copy of the authorization is given to the parent and the provider. Parents who have not selected a provider are referred to the Child Care Resource and Referral agency serving the region. The Child Care Resource and Referral agency provides the parent consumer information and assists in locating a provider to meet their needs.

In order to participate in the State Child Care Assistance Program, child care providers must declare their rates and sign a provider agreement.

If a parent selects in-home care the grantee supplies the parent with an *"In-home Care Information Packet"*. The parent must agree to employ the provider and the provider must pass a background check. Payments are made to the parent choosing in-home care.

- (3) if the Lead Agency is also providing child care services through grants and contracts, estimate the proportion of \$98.50 services available through

certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

A copy of the eligibility worker's manual, policy handbook, or other printed guidelines for administering the child care subsidy program can be found at:

Alaska PASS I Child Care Assistance Manual link:

<http://dpaweb.hss.state.ak.us/main/manual/ChildCare/CCPASSIMAN.PDF>

Child Care Assistance Policy & Procedure Manual link:

http://www.hss.state.ak.us/dpa/programs/ccare/files/ccpp_manual.pdf

- 3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

- ☐ Yes, and the following **describes** the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))
- ☒ No.

- 3.1.3 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

- ☐ Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))
- ☒ No.

- 3.1.4 Are child care services provided through certificates, grants and/or contracts offered throughout the State? (658E(a), §98.16(g)(3))

- ☒ Yes.
- ☐ No, and the following are the localities (political subdivisions) and the services that are not offered:

3.2 Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

These rates are provided as **Attachment 3.2A**.

The attached payment rates were or will be effective as of April 1, 2006.

Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: April 2005 . (§98.43(b)(2))
- A copy of the **Market Rate Survey instrument** and a **summary of the results** of the survey are provided as **Attachment 3.2B**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings (**See Guidance for additional information.**)
- Does the Lead Agency use its **current** Market Rate Survey (a survey completed within the allowable time period –10/1/05 -9/30/07) to set payment rates?
 - ☒ Yes and no. As a result of the 2005 Market Rate Survey, child care assistance rates were raised in one area of the state only – the Northern area. State rates, relative to market rates, in this area were found to be much lower than in other areas of the state.
 - ☐ No.

At what percentile of the current Market Rate Survey is the State rate ceiling set? If you do not use your current Market Rate Survey to set your rate ceilings or your percentile varies across categories of care (e.g., type of setting, region, age of children), please describe and provide the range of variation in relation to your current survey.

The following reflects state rate percentiles using the 2005 Market Rate Survey for licensed care providers only:

State rates for licensed centers vary between the 8th to the 91st percentile based upon geographic area and age of children. State rates for licensed homes vary between the 15th to the 70th percentile. These wide variances are due to the limited number of child care providers and survey participation across the state.

- How the payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey (i.e.,

describe the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

The Lead Agency realizes its rates for child care assistance have not kept up with the market rates of child care providers. With current funding levels, the Lead Agency is faced with a decision of raising state child care assistance rates and initiating wait lists, or continuing to provide funding at current levels to all eligible families. Presently, the Lead Agency does the latter.

- Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

☐ Yes. If, yes, **describe**.

☒ No.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

☐ Yes. If yes, **describe**:

☒ No.

3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is **18**.

☐ No.

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18.

☐ No.

3.3.2 Income Eligibility

Complete columns (a) and (b) in the matrix below. Complete Columns (c) and (d) ONLY IF the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level, lower than 85% SMI, if used to limit eligibility	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	NA	NA	NA	NA
2	4458	3790	3516	78.9
3	5016	4263	3853	76.8
4	5573	4737	4190	75.2
5	6019	5116	4433	73.7
6	6464	5495	4675	72.3

The median family income for a family of four in Alaska, Federal Register March 2002 is \$66,874. This number is used as the base to determine the median income for the different family sizes shown above in column (a). This is calculated using the adjustment factor in Table 2 below (Federal median family income multiplied by the adjustment factor percentage). The adjusted gross income levels shown in column (d) are equal to 85% SMI less the estimated amount of the 2002 Alaska Permanent Fund Dividend. The dividend is not used in calculating the adjusted gross income amount when determining program eligibility. The eligibility limit for virtually all Alaskan residents is 85% SMI for 2002.

Table 2

Family Size	Family Size Adjustment Factor (Based on HUD adjustment Factors)	100% State Median Income (\$/Month)
2	0.80	4458
3	0.90	5016
4	1.00	5573
5	1.08	6019
6	1.16	6464

If the Lead Agency does not use the SMI from the most current year, **indicate** the year used: 2002

If applicable, indicate the date on which the eligibility limits detailed in column (c) became or will become effective: July 1, 2002

The Lead Agency is currently revising the Family Income and Contribution Schedule to reflect the current Alaska Permanent Fund Dividend, median income and poverty level. The anticipated effective date is October 1, 2007.

How does the Lead Agency define “income” for the purposes of eligibility? Describe and/or include information as **Attachment 3.3.2.** (§§98.16(g)(5), 98.20(b))

The Lead Agency defines income for purposes of eligibility as:

The parents’ total monthly cash receipts before taxes from all sources, plus all of the family’s unearned income, except income specifically excluded below.

- Alaska Permanent Fund Dividends
 - Alaska Native Corporation Dividends if under \$2000
 - Federal Earned Income Tax Credit
 - Fed Non-Cash Benefits, including Medicare, Medicaid, food stamps and supplements through the Women, Infants and Children Program Loans
- Is any income deducted or excluded from total family income (for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?
 - ☒ Yes. If yes, **describe** what type of income is deducted or excluded from total family income.
Child support payments and catastrophic medical or dental payments are deducted from gross income.

☐ No.

- Is the income of all family members included?

☐ Yes.

☒ No. If no, **describe** whose income is excluded for purposes of eligibility determination.

The earned income of family members other than the parents is not counted, however the unearned income of all family members is counted.

3.3.3 Eligibility Based Upon Receiving or Needing to Receive Protective Services

Does the State choose to provide child care to children in protective services, as defined in Appendix 2? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes.

☐ No.

Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☒ Yes.

☐ No.

☐ Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

☐ Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)

☒ No.

3.3.4 Additional Eligibility Conditions

Has the Lead Agency established additional eligibility conditions?
(658E(c)(3)(B), §98.16(g)(5), §98.20(b))

- ☐ Yes, and the additional eligibility conditions are: (Terms must be defined in Appendix 2)
- ☒ No.

3.4 Priorities for Serving Children and Families

3.4.1 Complete the table below regarding eligibility conditions and priority rules. For columns (a) through (d), check box if reply is “Yes”. Leave blank if “No”. Complete column (e) if you check column (d).

Eligibility Category	(a) Guarantee subsidy eligibility	(b) Give priority over other CCDF- eligible families	(c) Same priority as other CCDF- eligible families	(d) Is there a time limit on guarantee or priority?	(e) How long is time limit?
Children with special needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families receiving Temporary Assistance for Needy Families (TANF)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families transitioning from TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 year after TANF
Families at risk of becoming dependent on TANF	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

- 3.4.2 **Describe** how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs and (b) children in families with very low incomes. Terms must be defined in Appendix 2. (658E(c)(3)(B))

The Lead Agency presently serves all eligible children for whom application is made. If the State reduces available funding and initiates a wait list, families will be prioritized for participation in the program with highest priority given to those families in which a single parent is, or both parents are working or attending school, if the Department has paid child care assistance for full-time student status for less than five years; followed by families in which the parent is seeking work. Within each of the two priority categories, families must be prioritized by income and family size, so that a family whose income is determined to be lowest on the Department's family income and contribution schedule will receive the highest priority.

The following individuals will not be placed on a wait list, but will immediately receive benefits upon eligibility determination:

- (1) a new child of a participating family
- (2) a child with special needs
- (3) a child with parents who are less than 20 years of age and who are enrolled in a high school completion program
- (4) a child of a family who has left a temporary assistance program within the last 12 months because of employment

- 3.4.3 **Describe** how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

TANF/ATAP Child Care – Parents Achieving Self-Sufficiency (PASS I)

The majority of child care funding for families who are receiving Temporary Assistance for Needy Families (known in Alaska as the Alaska Temporary Assistance Program or ATAP) is direct TANF money. However, the state Maintenance of Effort funding is used to match both the TANF and CCDF block grants. The result is that approximately 65% of the child care funding for ATAP recipients is considered CCDF funding.

The Division of Public Assistance (DPA) provides child care assistance for families who are receiving cash benefits from the Alaska Temporary Assistance Program and participating in approved work activities. The Division may not require a person to participate in work activities unless the Division agrees to pay for the child care that is necessary for the

person's participation. All ATAP parents are eligible for child care assistance if they are in an approved work activity. The Division pays 100% of the State child care rate for families on temporary assistance.

The local Public Assistance Field Offices throughout the state administer the PASS I Child Care Assistance Program; DPA or contract case managers work with the family to determine the need for child care; parents choose their child care provider, a child care authorization is issued, and payment is made upon receipt of the child care provider billing report. Parents are offered assistance in locating appropriate child care through their case manager and/or their regional Child Care Resource and Referral agency.

Transitional Child Care – PASS II

Families who leave ATAP may be eligible for PASS II child care assistance for up to 12 months following closure of their case. Parents must be working or participating in training and meet income eligibility to qualify. Families who leave ATAP receive a case closure notice referring them to the local grantee who administers the PASS II program in their community. In an effort to avoid disruptions in families' child care assistance, the PASS I program can fund child care for one month following ATAP case closure and the PASS II program can fund child care retroactively if necessary.

The Child Care Assistance Program grantees determine eligibility for the PASS II program as well as the PASS III program, as follows.

Low Income and Those at Risk of Becoming Dependent on TANF - PASS III -

This program is for low-income families who fall within the parameters of income eligibility and are at risk of becoming dependent upon TANF.

- 3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐ Yes, and the additional priority rules are: (Terms must be defined in Appendix 2)

☒ No.

- 3.4.5 Does the Lead Agency serve all eligible families that apply?

☒ Yes.

☐ No.

3.4.6 Does the Lead Agency maintain a waiting list?

☐ Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

☒ No.

3.5 Sliding Fee Scale for Child Care Services

3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as **Attachment 3.5.1**.

The attached fee scale was or will be effective as of July 1, 2007.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☐ Yes, and the following **describes** any additional factors that will be used:

☒ No.

3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

☒ Yes.

☐ No, and other scale(s) and their effective date(s) are provided as **Attachment 3.5.2**.

3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is:

\$15,120 (This is the income limit for a family of 3 to be eligible for Alaska's TANF Program. It is lower than the federal poverty level for

Alaska, which is \$21,470 for a family of 3. Families with incomes higher than \$15,120 are required to pay a fee.)

The Lead Agency must **select ONE** of these options:

- ☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- ☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:
 - (1) Families who are active recipients of TANF benefits
 - (2) Families with zero countable income

3.5.4 Does the State allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

- ☒ Yes.
- ☐ No.

3.5.5 The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

As shown in the Family Income and Contribution Schedule, Attachment 3.5.1, the family contribution does not exceed 10% of income for low-income families. The contribution amount, less estimated child care tax credit, does not exceed 10% of income, counting the Alaska Permanent Fund Dividend income; until a family exceeds 74% of the 2002 state median income (or approximately 211% of the 2002 Alaska Poverty Level for a family of three).

PART 4

PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

4.1.1 Please **describe** the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). At minimum, the description should include:

- How parents are informed of the availability of child care services and about child care options

Parents are informed of the availability of child care services and available child care options on the Lead Agency website, <http://www.hss.state.ak.us/dpa/programs/ccare/>, through brochures distributed by local grantees and contractors, partner agencies, Child Care Resource and Referral agencies, Public Assistance offices and Local Child Care Assistance Administrator offices.

TANF families are assisted in finding available child care services by their Public Assistance case manager. Families are also given information on how to access Child Care Resource and Referral services.

Eligible non-TANF families who need child care services may learn of available options from their Local Child Care Assistance Administrator, the regional Child Care Resource and Referral agency or by referral from partner agencies. The State Lead Agency also maintains information on its internet website, including a listing of licensed and approved child care providers. The South Central Alaska Child Care Resource and Referral agency, Child Care Connection, maintains an office in the Anchorage Job Center. All Child Care Resource and Referral agencies as well as Child Care Assistance Program (CCAP) Grantees maintain a working relationship with local Job Centers (Alaska's version of One-Stops) to provide parents access to child care information.

- Where/how applications are made

TANF families are eligible to receive child care assistance during the time they are participating in TANF approved activities. When families transition off TANF, they are sent a letter referring them to the PASS II program and the local grantee for their community.

Non-TANF families apply for child care assistance with the Local CCAP Administrator for their area. Applications are available on the website and can be submitted by mail.

- What documentation must parents provide

Parents who are TANF recipients do not need to provide documentation for child care eligibility that is in addition to the documentation provided to determine TANF eligibility.

Listed below is the mandatory documentation parents must provide in order for the Local CCAP Administrator to determine a family's eligibility.

- Family application
 - Child Support Services Division (CSSD) orders and documents
 - Parent responsibilities form (signed by the applicants)
 - Tax documentation, if self-employed
 - Business license, if self-employed
 - Developmental disability documents
 - Divorce and custody documents (only the portions relevant to determining the family's eligibility)
 - Birth Certificates or other records verifying birth: hospital or immunization records, court documents, PASS I records, etc.
 - Income verification and documentation (employer verification and/or pay-stubs on which eligibility was determined, including unearned income).
 - Supporting education or training documentation
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4

Parents are informed of the exemption from the requirement to participate in work activities due to lack of appropriate child care in their initial interview with their case manager. The PASS I Child Care Assistance Manual provides policy and guidance for case managers when they must determine whether to apply the child care exemption.

- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs

For non-TANF families, once initial eligibility has been determined, families continue to receive child care assistance as long as they continue to meet eligibility requirements and their contribution amount does not exceed the maximum allowable cost of care. Authorizations for child care assistance may be made for up to six months when there is a work or training situation. Parents do not have to report increases in income unless they exceed \$200.

TANF families receiving child care assistance are eligible as long as they continue to receive TANF benefits and are engaged in work or approved work activities. TANF families are responsible for notifying their case managers when their eligibility factors change. Case managers schedule eligibility reviews with TANF recipients to monitor parent participation and activities.

- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

The Lead Agency promotes and monitors access to child care assistance. Child Care Assistance Program Grantees utilize the following strategies to reduce barriers to eligibility services:

- (1) Providing toll free phone and fax numbers
- (2) Maximizing access and entry by accepting applications via fax and mail
- (3) Providing extended office hours
- (4) Making program applications available at multiple sites throughout the service area
- (5) Not requiring in-person office visits
- (6) Promoting respectful, helpful and responsive interactions with parents

Attach a copy of your parent application for the child care subsidy program. If the application is available on the web, provide the appropriate Web site address (application must still be attached to Plan):

<http://www.hss.state.ak.us/dpa/programs/ccare/>

4.1.2 Is the application process different for families receiving TANF?

- ☒ Yes. **Describe** how the process is different:

There is no separate application process for TANF families to receive child care. TANF families receiving TANF benefits are eligible for child care assistance as long as they continue to be engaged in work or approved work activities.

- ☐ No.

4.1.3 The following is a detailed description of how the State ensures that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

The Lead Agency's policy manual for staff who determine PASS I eligibility for child care assistance includes a section entitled "Child Care Counseling and Guidance". In this section workers are advised to discuss parental choice and child care options. In addition, the policy manual for PASS II and III eligibility workers includes discussion about parental choice and child care options. In the State's monitoring process, electronic and hard copy family files are reviewed for supporting documentation to ensure eligibility staff are informing families of child care options. During the monitoring process, parent interviews are conducted. The interviews include a question asking if the case worker discussed child care options.

Providers eligible to participate in the Child Care Assistance Program are:

- Providers who are exempt from licensure and are approved for non-relative care, relative only-care, or in-home care
- Providers who are exempt from licensure and are approved for non-relative care, relative-care, or in-home care who are certified by Tribal Organizations that meet or exceed the standards of the Department
- Child Care Homes, Child Care Group Homes or Child Care Centers that are currently licensed by the Department of Health and Social Services, Department of Defense or the Coast Guard

The eligible facilities mentioned above include faith-based organizations.

4.1.4 Does the State conduct outreach to eligible families with limited English proficiency?



Yes. Describe how the State reaches out and provides services to eligible families with limited English proficiency, including how the State overcomes language barriers with families and providers.

The following is a detailed description of how the State conducts outreach to eligible families with limited English proficiency.

If an individual is not able to speak, read, or write English, or the individual requests translation services, the Case Manager or the Local CCAP Administrator make every effort to arrange for translation services. They may choose to use the following methods.

- Optimal Telephone Interpreters (OTI) available by calling a 1-800 number
- Resources within the community that provide translation services
- Bilingual employees of the agency conducting the outreach

- Friends and family of the applicant or participant

☐ No.

4.2 Records of Parental Complaints

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

Complaints against approved and in-home providers are referred to the local Child Care Assistance Grantee responsible for service area of the provider. Allegations and their determinations become part of the provider's file and are available upon request.

Complaints against approved and in-home providers concerning health and safety are also referred to the appropriate child care licensing unit. Participation in the Child Care Assistance Program may be discontinued when complaints in violation of health and safety requirements are substantiated.

Complaints against licensed providers are referred to the appropriate child care licensing unit. Complaints against licensed facilities are logged, investigated and documented by the child care licensing staff. All allegations and their determinations become part of the provider's permanent file and are open to the public upon request at the three State regional licensing office locations and the Municipality of Anchorage Child Care Licensing office.

4.3 Unlimited Access to Children in Child Care Settings

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

State Child Care Licensing regulations stipulate that parents will have unlimited access to their children at all times. This stipulation is also included in the self-certification packet that all approved providers must sign.

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: _____.

- "appropriate child care": child care is appropriate when a provider who is willing to take care of the participant's child appears to have the ability to care for children of the same age and development level as the participant's children and is, or is willing to become, an approved or licensed provider.
- "reasonable distance": child care is within a reasonable distance when the provider's location is within 30 minutes travel time by public or private transportation from the participant's home or activity site.
- "unsuitability of informal child care": informal care is unsuitable if it is not appropriate or is not within a reasonable distance.
- "affordable child care arrangements": child care is affordable when the family has PASS I assistance to pay the cost.

PART 5
ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF
CHILD CARE

5.1 Quality Earmarks and Set-Asides

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; and describes the expected results of the activities. **For the infant and toddler earmark, the State must note in its description of the activities what is the maximum age of a child who may be served with such earmarked funds (not to exceed 36 months).**

Infants and Toddlers:

The Lead Agency grants with not for profit Child Care Resource and Referral agencies (CCR&R) to manage the Infant/Toddler earmarked funds. The expected results are to increase the quantity and quality of infant/toddler (0–36 months) care utilizing the following strategies:

- Recruit and retain qualified infant/toddler providers
- Educate, engage and support parents in advocating for quality care for their infants and toddlers
- Educate and engage business and community partners to support working parents, particularly families with infants and toddlers
- Provide specialized training to increase the ability of programs to offer safe, healthy care that meets the developmental needs of infants and toddlers through the use of the Family Child Care Environmental Rating Scale (FCCERS) and the Infant / Toddler Environmental Rating Scale (ITERS)
- Utilize existing resources including: the Alaska Early Learning Guidelines, Zero to Three, National Association for the Education of Young Children (NAEYC) and Strengthening Families to promote increased knowledge of infant and toddler care
- Follow-up on environmental assessments with consultations and mini grants for quality improvements identified through the assessment process
- Provide on-site consultations, training, Child Development Associate (CDA) advising and travel grants for rural child care providers

Specific activities performed by the CCR&R's include, but are not limited to the following:

Resource and Referral Services

Three CCR&R grantees provide services to urban and rural communities throughout the state. They receive funding to maintain and support outreach workers in 17 smaller communities with populations of 2000 or more. The goals are to provide linkages with community organizations and to help organize and support provider training and recruitment. Working to strengthen the early care and education infrastructure and the quality of services available, CCR&Rs collaborate with local organizations, employers, communities, and the broad spectrum of public and private programs that meet the early care and education needs of families and communities.

The following two sections describe the resource and referral services which CCR&R agencies are funded to provide (but are not limited to) for families and child care providers.

Family Services

- Provide consumer education to families looking for child care
- Establish and maintain a child care referral system for families *throughout the region* (or support and ensure referral systems exist in smaller communities)
- Provide referrals free of charge to families participating in the State Child Care Assistance Program (CCAP)
- Provide enhanced referrals for children with special needs
- Establish eligibility and a supplemental rate for children with special needs who participate in the State CCAP and assist families to determine the child care accommodations needed for their children
- Provide access to CCR&R services through multiple channels
- Publicize CCR&R services throughout each designated region
- Solicit and incorporate input from families served
- Maintain current contact information for family service agencies
- Provide referrals for families to other service agencies as appropriate

Child Care Provider Services

- Provide training for child care providers throughout each region and ensure training relates to CDA, System for Early Education Development (SEED) and licensing requirements
- Maintain a resource library for access by child care providers within each region and pursue avenues for making library resources widely available
- Recruit individuals interested in becoming child care providers, especially for infant care, care of children with special needs, and care during non-traditional work hours

- Provide on-site consultations and use environmental rating scales as appropriate
- Ensure Provider Training Plans are established for the care of children with special needs participating in Alaska IN!
- Provide information about becoming a licensed child care provider; include other types of state-approved, legally exempt providers and in-home child care requirements
- Use earmarked funds to improve the quantity and quality of infant/toddler and school-age child care
- Incorporate the Alaska Early Learning Guidelines into all appropriate training
- Provide opportunities for child care providers throughout each region to give input into planning for CCR&R services
- Encourage and support local child care provider networks
- Provide outreach to communities in each region about training opportunities
- Assist providers in their process to obtain national accreditation
- Maintain current contact information for family service agencies
- Provide referrals for families to service agencies as appropriate
- Participate in state, regional and local child care planning and policy-making groups

School-Age Child Care

The expected results of school-age earmarked funds are to increase the quantity and quality of school-age care utilizing the following strategies:

- Provide specialized training to increase the ability of programs to offer safe and healthy care that meets the needs of school-age children
- Provide on-site consultations and provide training related to the School Age Child Care Environmental Rating Scale (SACERS)
- Provide on-site training to cover CDA competency areas
- Provide on-site consultations, training, CDA advising and travel grants for rural providers
- Support the newly created school-age certificate for practitioners and administrators offered by the University of Alaska
- Provide consultation, training and mini-grants to achieve quality improvement goals
- Conduct needs assessments and planning for school-age child care in each region
- Develop an e-learning distance module for school-age child care
- Collaborate with school districts to implement Second Step, a social-emotional program to reduce violence

- 5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008: \$ 7,800,000 (29%)

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5.1.3 **Check** each activity the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if this entity a non-governmental entity?
Comprehensive consumer education	<input checked="" type="checkbox"/>	<u>CCR&R</u> AEYC-SEA Child Care Connection Play N Learn	<input checked="" type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	<u>CCR&R</u> AEYC-SEA Child Care Connection Play N Learn	<input checked="" type="checkbox"/>
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	Child Care Program Office Municipality of Anchorage	<input type="checkbox"/>
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	<u>CCR&R</u> AEYC-SEA Child Care Connection Play N Learn	<input checked="" type="checkbox"/>
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	Child Care Program Office-Child Care Grant	<input type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	<u>CCR&R</u> AEYC-SEA Child Care Connection Play N Learn	<input checked="" type="checkbox"/>
Activities to promote inclusive child care	<input checked="" type="checkbox"/>	<u>CCR&R</u> AEYC-SEA Child Care Connection Play N Learn	<input checked="" type="checkbox"/>
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	<input checked="" type="checkbox"/>	Child Care Program Office	<input type="checkbox"/>
Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2))	<input checked="" type="checkbox"/>	<u>CCR&R</u> AEYC-SEA Child Care Connection Play N Learn	<input checked="" type="checkbox"/>

- 5.1.4 For each activity checked, **describe** the expected results of the activity. If you have conducted an evaluation of this activity, please **describe**.

The expected results of the activities are to meet the following:

Comprehensive Consumer Education:

- Increased parental knowledge and awareness of quality child care
- Improved parental advocacy for children in care
- Improved quality of child care

Grants or Loans to Providers to Assist in Meeting State and Local Standards:

- Increased provider retention
- Increased interest in becoming a licensed provider
- Improved economic status of child care providers

Monitoring Compliance with Licensing and Regulatory Requirements:

- Increased accountability
- Improved health and safety of child care environments
- Increased provider understanding of, and the need for regulations
- Improved quality of child care

Professional Development, Including Training, Education, Technical Assistance:

- Increased interest in, and completion of the CDA credential
- More ECE professional development opportunities offered throughout the State of Alaska
- Increased on-site consultation for child care programs
- Articulated career ladder in ECE

Improving Salaries and Other Compensation for Child Care Providers:

- Reduced child to staff ratios in child care
- Increased staff retention
- Improved status of child care providers

Activities in Support Of Early Language, Literacy, Pre-Reading and Early Math Concepts Development:

- Improved kindergarten developmental profile outcomes for children
- Improved provider knowledge and skill in promoting concept development in children
- Consistent expectations for children across all environments

Activities to Promote Inclusive Child Care:

- More child care providers willing to care for children with special needs
- Increased child care provider knowledge and skills in caring for children with special needs
- More children with special needs enrolled in child care

Healthy Child Care America and Other Health Activities Including those Designed to Promote the Social and Emotional Development of Children:

- Increased access to mental health consultants by child care providers
- Improved behavior management skills and strategies by child care providers
- Improved support for children with difficult behaviors
- Improved support for families of children with difficult behaviors
- Reduced movement of children between child care providers

Other Activities that Increase Parental Choice and Improve the Quality and Availability of Child Care:

- Better informed parents
- Increased community awareness and support for child care
- Increase in the quality of care that caregivers provide

5.2 Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

- 5.2.1 **Status of Voluntary Early Learning Guidelines.** Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three to five year-olds. **NOTE: Check only one box to best describe the status of your State's three-to-five-year-old guidelines.**

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____
- ☐ **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: _____
- ☒ **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1.**
- ☐ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Other (describe):**

Describe the progress made by the State in developing, implementing, or revising early learning guidelines for early learning since the date of submission of the 2006-2007 State Plan. Efforts to develop early learning guidelines for children other than those addressed in *Good Start, Grow Smart* (i.e., children birth to three or older than five) may be described here.

The Statewide committee met face-to-face several times since the submission of the 2006-2007 CCDF Plan. The Statewide committee was divided into 5 Domain work groups to develop the Early Learning Guidelines. The Domain groups not only worked to develop the Early Learning Guidelines during the face-to-face meetings but had numerous teleconferences. The guidelines were finalized in May 2006. The Early Learning Guidelines were endorsed by both the Department of Health and Social Services and the State School Board in June 2006.

In the fall of 2006 an Early Learning Guidelines Steering Committee was formed. The key responsibilities are to coordinate all publication, dissemination and evaluation efforts, secure funds and monitor the budget. The steering committee is represented by the State Child Care Administrator, Head Start Collaboration Director, Early Childhood Comprehensive Systems Coordinator, and the Early Intervention Part C Manager. The Steering Committee is in the process of developing a strategic plan which is guided by 5 goals, as follows.

The Early Learning Guidelines are used:

- As a core document from which other documents, publications and messages are developed or linked

- By people who interact with young children (parents, early care and education providers, medical practitioners, etc.)
- As a core document for the development of a common assessment tool for the review, selection, and development of appropriate assessments of young children
- By early childhood programs to guide curriculum decisions
- In early childhood education training curriculum

In addition to the Steering Committee, there are 4 committees that are working on the implementation plan for the Early Learning Guidelines. The committees and their responsibilities are:

- Design, Layout, and Printing
Finalize the layout and publication of the Guidelines
- Training Development
Develop train-the-trainers curriculum for community and provider trainings
Develop an activities guide that aligns with the Early Learning Guidelines for use by parents and caregivers
- Marketing and Rollout
Plan a fall release and marketing campaign
- Evaluation and Feedback
Develop evaluation process and tools based on the goals listed above

If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

☐ Yes. If yes, **name standards.**

☒ No.

If developed, are the guidelines aligned with early childhood curricula?

☐ Yes. If yes, **describe.**

☒ No.

Have guidelines been developed for children in the following age groups (check if guidelines have been developed):

☐ Birth to three. Guidelines are included as Attachment 5.2.1

☒ Birth to five. Guidelines are included as Attachment 5.2.1

- ☐ Five years or older. Guidelines are included as Attachment 5.2.1

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

5.2.2 Domains of Voluntary Early Learning Guidelines. Do the guidelines for three-to-five-year-olds address language, literacy, pre-reading, and early math concepts?

- ☒ Yes.

- ☐ No.

Do the guidelines for children three-to-five-year-olds address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

- ☒ Yes. If yes, **describe**.

The Domains are:

- Physical Well-Being, Health, and Motor Development
- Social and Emotional Development
- Approaches to Learning
- Cognition and General Knowledge
- Language, Communication, and Literacy

- ☐ No.

5.2.3 Implementation of Voluntary Early Learning Guidelines. Indicate the strategies the State used or expects to use in **implementing** its early learning guidelines.

Check all that apply:

- ☐ Disseminating materials to practitioners and families
☐ Developing training curricula
☐ Partnering with other training entities to deliver training
☐ Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
☐ Other. Please describe:

Indicate the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.	Indicate the programs that mandate or require the use of early learning guidelines.
	<input type="checkbox"/> Publicly funded (or subsidized) child care
<input type="checkbox"/> Head Start	<input type="checkbox"/> Head Start
<input type="checkbox"/> Education/Public pre-k	<input type="checkbox"/> Education/Public pre-k
<input type="checkbox"/> Early Intervention	<input type="checkbox"/> Early Intervention
<input type="checkbox"/> Child Care Resource and Referral	<input type="checkbox"/> Child Care Resource and Referral
<input type="checkbox"/> Higher Education	<input type="checkbox"/> Higher Education
<input type="checkbox"/> Parent Associations	<input type="checkbox"/> Parent Associations
<input type="checkbox"/> Other. Please describe:	<input type="checkbox"/> Other. Please describe:

How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?

How are (or will) the diversity of child care settings (be) acknowledged in implementation?

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address:

5.2.4 Assessment of Voluntary Early Learning Guidelines. As applicable, **describe** the State's plan for:

- (a) Validating the content of the early learning guidelines
- (b) Assessing the effectiveness and/or implementation of the guidelines
- (c) Assessing the progress of children using measures aligned with the guidelines
- (d) Aligning the guidelines with accountability initiatives

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, provide the appropriate Web site address (reports must still be attached to Plan):

5.2.5 State Plans for Professional Development. **Indicate** which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary

sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box to best describe the status of your State's professional development plan.**

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5.**
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5.**
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5.**
- ☒ **Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 06-07 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5.**
- ☐ **Other (describe):**

Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.

The System for Early Education Development (SEED) Council and its' work is undergoing a major transition at this time. The efforts of the SEED Council are being incorporated into the work of the Alaska Association for the Education of Young Children. Lead Agency staff will continue to participate on the SEED Council in whatever form it may take. Other entities involved include representatives from the university system, early intervention programs, the Child Care Resource and Referral network, Head Start, the Early Childhood Comprehensive Systems effort, Best Beginnings, child protection, workforce development, and teacher certification. Planning efforts are underway to effect this transition, as well as to develop and revise a statewide ECE professional development plan. The plan is expected to be complete by October 31, 2007.

The professional development plan will include all of the following components and will be submitted as part of the CCDF plan once it is complete. At that time, the following questions will also be answered.

If your State has developed a plan for professional development, does the plan include (**Check EITHER yes or no for each item**):

	Yes	No
Specific goals or desired outcomes	<input type="checkbox"/>	<input type="checkbox"/>
A link to Early Learning Guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a career path	<input type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
State Credentials – Please state for which roles (e.g. infant and toddler credential, directors' credential, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input type="checkbox"/>	<input type="checkbox"/>

For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.

For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

Are the professional development opportunities described in the plan available?

Note: Check either yes or no for each item:

	Yes	No
Statewide	<input type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

Are program or provider-level incentives offered to encourage provider training and education?

- ☐ Yes. **Describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.
- ☐ No. If no, **describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

- ☐ Yes. **Describe** how the professional development plan's effectiveness/goal is assessed.
- ☐ No. **Describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

Does the State assess the effectiveness of specific professional development initiatives or components?

- ☐ Yes. **Describe** how specific professional development initiatives or components' effectiveness is assessed.
- ☐ No. **Describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

- ☐ Yes. **Describe** how assessment informs the professional development plan.
- ☐ No. **Describe** any plans to include assessment to inform the professional development plan.

PART 6
HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

- ☒ Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.
- ☐ No. **Describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan?
(§98.41(a)(2)&(3))

- ☒ Yes and the changes are as follows:
- A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives training specific to caring for infants and toddlers during the first year of employment. Training must include S.I.D.S., shaken baby syndrome and identifying infant toddler developmental levels and needs.
- Definition of a part-time caregiver was added. Part-time caregivers in a center are required to complete at least 10 hours of training annually.
- An administrator may submit a Montessori certificate issued by a program accredited by the Montessori Accreditation Commission for Teacher Education. This is another method by which an administrator may meet the qualification to be an administrator. Other methods include 12 semester hours of college credit in early childhood development, child psychology, child development, or the

equivalent, or a current CDA credential from the Council for Early Childhood Professional Recognition.

☐ No.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

6.2 Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

☒ Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.

☐ No. **Describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☒ Yes and the changes are as follows:

A child care facility shall ensure that each caregiver who provides care for infants and toddlers receives training specific to infants and toddlers during the first year of employment. Training must include S.I.D.S., shaken baby syndrome and identifying infant toddler developmental levels and needs.

Definition of a part-time caregiver was added. Part-time caregivers in a group home are required to complete at least 10 hours of training annually.

☐ No.

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

6.3 Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

☐ Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.

☒ No. **Describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

Approved, approved relative, and in-home providers

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☒ Yes, and the changes are as follows:

A licensed family child care facility shall ensure that each caregiver who provides care for infants and toddlers receives training specific to infant and toddler care during the first year of employment. Training must include S.I.D.S., shaken baby syndrome and identifying infant toddler developmental levels and needs.

Definition of a part-time caregiver was added. Part-time caregivers in a home are required to complete at least 6 hours of training annually.

Approved and approved relative providers must now become CPR/First Aid certified within six months of eligibility

☐ No.

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
Providers self-certify they ensure children in their care have all required immunizations and they take precautions to make sure their home is free of hazards that can cause injury or disease.
- Building and physical premises safety
Providers self-certify they understand they must take specific precautions. A few examples from the Health and Safety Guidelines that approved and approved relative providers self certify they agree to are:
 - Maintain sanitary areas for proper care, storage and refrigeration of food
 - Storing of cleaners, medicines, and other harmful substances in a place inaccessible to childrenHave at least one working smoke detection device with AC primary power with battery backup or monitored battery powered smoke and carbon detection device
- Health and safety training
Approved and approved relative providers must become CPR/First Aid certified within six months of eligibility

6.4 Health and Safety Requirements for In-Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

- ☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.
- ☒ No. **Describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.
All in-home child care providers

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☒ Yes, and the changes are as follows:
The in-home provider if caring for fewer than five children may also care for the providers' children if the total number of children does not exceed five.

☐ No.

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations) - None
- Building and physical premises safety - None
- Health and safety training - None

In-home child care providers must pass background checks. Other than that, they are employed by the parents of the children in care. The parents assume the responsibility of health and safety.

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6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))
Indicate the Lead Agency's policy regarding these relative providers:

- ☒ **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

6.6 Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - ☒ Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits:
Licensed providers are subject to routine unannounced visits and at least one announced visit per year. Approved providers, approved relative providers, and in-home providers are subject to unannounced visits as needed.
 - ☐ No.
- Are child care providers subject to background checks?
 - ☒ Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):
 - (1) Licensed – at initial licensure and every 6 years a fingerprint based check is conducted
 - (2) Approved – at initial Approval
 - (3) In-home – at initial eligibility determination and every 6 years a fingerprint based check is conducted
 - ☐ No.
- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)
 - ☒ Yes, and the following **describes** the State's reporting requirements and how such injuries are tracked (if applicable):
Licensed child care facilities must report serious injuries to licensing authorities. Child care licensing units receive incident reports from providers and reviews reports to determine whether or not follow-

up is needed and tracks incidents for trends and other public health concerns. Approved and approved relative providers report serious injuries to the local CCAP Administrator for their community who receive the reports and notify the Lead Agency when further action may be needed.

☐ No.

- Other methods used to ensure that health and safety requirements are effectively enforced:

Licensed providers complete an annual self-monitoring report in which they evaluate their program and submit the report to licensing.

Licensed Provider Chats are conducted in designated areas throughout the state which provide opportunity for providers to discuss regulations/statutes with licensors.

Licensing staff receive training from Assistant Attorney General's office regarding the interpretation of regulations/statutes to promote consistency among licensors throughout the state.

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☒ Children who receive care in their own homes.
- ☒ Children whose parents object to immunization on religious grounds.
- ☒ Children whose medical condition contraindicates immunization.

APPENDIX 1
PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))

- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State Child Care Assistance Program. (658E(c)(4)(A))

APPENDIX 2

ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must **define** the following *italicized* terms. (658P, 658E(c)(3)(B))

- *Attending* (a job training or educational program; include minimum hours if applicable) – regular attendance in an educational or training program.
- *In loco parentis* – a person acting in place of a parent, such as a guardian, relative, or friend, who provides care and supervision like a parent but without the formalities of legal guardianship or adoption.
- *Job training and educational program* – training program is a structured environment for participants who have specific learning objectives, identified skills to be mastered with a beginning and ending date. Educational program is a structured learning environment in which an instructor or teacher leads students through a course of study that includes specific learning objectives, goals, and standards, and leads to a certificate of mastery or completion, a state license, or a diploma or a degree.
- *Physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) – a physical or mental incapacity is defined a disability under which a person is incapable of self-care, and which is attributable to one or more mental or physical impairments that are severe, chronic, and lifelong. For child care assistance purposes, the physical or mental incapacity must be documented by a professional (doctor, psychiatrist, nurse practitioner, public health nurse, licensed clinical social worker or licensed psychological associate).
- *Protective services* – child protective services provided to a child who is the subject of a report of harm. The purpose is to identify, treat and reduce child abuse and neglect, as well as to ensure that reasonable efforts are made to protect and maintain children in their own homes. A social worker may authorize protective services for a child at risk of abuse or neglect and for whom child care during the day is part of a family treatment plan. Its objective is to enable the child to remain with his or her own family or to return the child to the child's own family following out-of-home placement.
- *Residing with* – living with, including taking meals and sleeping in the same residence.
- *Special needs child* – a child who has, or is at increase risk for, chronic physical, developmental, behavioral, or emotional conditions and who also requires health and related services of a type or amount beyond that required by children generally.
- *Very low income* – a family whose income is equal to or less than 55 percent of Alaska's State Median Income.
- *Working* (include minimum hours if applicable) – engaged in an activity for a wage or salary, or engaged in a business with the intention of making a profit. For parents who are participation in the TANF program, "work activities" include paid

employment (may be subsidized), work search and job readiness activities, community work experience, job sampling, and approved subsistence activities.

- Additional terminology related to conditions of eligibility or priority established by the Lead Agency: *Teen parent* — a parent up to age 20, who is attending an educational program that will lead to a high school diploma or GED. A teen parent under age 20 and his/her children are considered a separate family unit for income eligibility purposes.

DRAFT

Early Childhood Comprehensive Systems Plan link:

[HTTP://WWW.HSS.STATE.AK.US/OCS/CHILDPLAN/ECCSFULLCHILDPLAN.PDF](http://www.hss.state.ak.us/OCS/CHILDPLAN/ECCSFULLCHILDPLAN.PDF)

DRAFT

Child Care Assistance Program Rate Schedule

Area	Licensed or Military Center Care & Group Homes					Licensed or Military Home Care					Approved or In-Home Care				
Anch/Mat-Su	Enrollment		Attendance			Enrollment		Attendance			Enrollment		Attendance		
	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly
Infant	\$647	\$388	\$39	\$23	\$4.75	\$582	\$349	\$35	\$21	\$4.25	\$518	\$311	\$31	\$19	\$3.75
Toddler	\$615	\$369	\$37	\$22	\$4.50	\$553	\$332	\$33	\$20	\$4.00	\$492	\$295	\$30	\$18	\$3.50
Preschool Age	\$550	\$330	\$33	\$20	\$4.00	\$495	\$297	\$30	\$18	\$3.50	\$440	\$264	\$26	\$16	\$3.25
School Age	\$537	\$322	\$32	\$19	\$4.00	\$483	\$290	\$29	\$17	\$3.50	\$430	\$258	\$26	\$15	\$3.00
Southeast	Enrollment		Attendance			Enrollment		Attendance			Enrollment		Attendance		
	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly
Infant	\$647	\$388	\$39	\$23	\$4.75	\$582	\$349	\$35	\$21	\$4.25	\$520	\$311	\$31	\$19	\$4.00
Toddler	\$615	\$369	\$37	\$22	\$4.50	\$553	\$332	\$33	\$20	\$4.00	\$492	\$300	\$30	\$18	\$3.50
Preschool Age	\$550	\$330	\$33	\$20	\$4.00	\$495	\$297	\$30	\$18	\$3.50	\$450	\$275	\$26	\$16	\$3.25
School Age	\$537	\$322	\$32	\$19	\$4.00	\$483	\$290	\$29	\$17	\$3.50	\$450	\$275	\$26	\$15	\$3.00
Interior	Enrollment		Attendance			Enrollment		Attendance			Enrollment		Attendance		
	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly
Infant	\$647	\$388	\$39	\$23	\$5.00	\$582	\$349	\$35	\$21	\$4.25	\$518	\$311	\$31	\$19	\$3.75
Toddler	\$615	\$369	\$37	\$22	\$4.50	\$553	\$332	\$33	\$20	\$4.00	\$492	\$295	\$30	\$18	\$3.50
Preschool Age	\$550	\$330	\$33	\$20	\$4.00	\$495	\$297	\$30	\$18	\$3.50	\$440	\$264	\$26	\$16	\$3.25
School Age	\$537	\$322	\$32	\$19	\$4.00	\$483	\$290	\$29	\$17	\$3.50	\$430	\$258	\$26	\$15	\$3.00
Gulf Coast	Enrollment		Attendance			Enrollment		Attendance			Enrollment		Attendance		
	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly
Infant	\$606	\$364	\$36	\$22	\$4.50	\$545	\$327	\$33	\$20	\$4.00	\$500	\$303	\$29	\$17	\$3.50
Toddler	\$576	\$345	\$35	\$21	\$4.25	\$518	\$311	\$31	\$19	\$3.75	\$500	\$300	\$28	\$17	\$3.25
Preschool Age	\$515	\$309	\$31	\$19	\$3.75	\$500	\$293	\$28	\$17	\$3.50	\$500	\$293	\$25	\$15	\$3.00
School Age	\$503	\$302	\$30	\$18	\$3.75	\$500	\$293	\$27	\$16	\$3.25	\$500	\$293	\$25	\$15	\$3.00
Northern	Enrollment		Attendance			Enrollment		Attendance			Enrollment		Attendance		
	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly
Infant	\$730	\$438	\$44	\$26	\$5.25	\$657	\$394	\$40	\$24	\$4.75	\$650	\$350	\$40	\$21	\$4.25
Toddler	\$694	\$416	\$42	\$25	\$5.00	\$650	\$374	\$37	\$22	\$4.50	\$650	\$333	\$33	\$20	\$4.00
Preschool Age	\$621	\$372	\$37	\$22	\$4.50	\$558	\$335	\$34	\$20	\$4.00	\$500	\$300	\$30	\$18	\$3.50
School Age	\$606	\$364	\$36	\$22	\$4.50	\$545	\$327	\$33	\$20	\$4.00	\$500	\$300	\$30	\$17	\$3.50
Southwest	Enrollment		Attendance			Enrollment		Attendance			Enrollment		Attendance		
	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly	F/T month	P/T month	F/T day	P/T day	Hourly
Infant	\$715	\$438	\$43	\$26	\$5.50	\$669	\$386	\$39	\$23	\$4.75	\$669	\$378	\$34	\$21	\$4.75
Toddler	\$679	\$408	\$41	\$24	\$5.00	\$611	\$367	\$37	\$22	\$4.50	\$608	\$361	\$33	\$20	\$4.00
Preschool Age	\$608	\$375	\$36	\$23	\$5.00	\$575	\$334	\$33	\$20	\$4.00	\$575	\$334	\$29	\$20	\$4.00
School Age	\$593	\$375	\$36	\$23	\$5.00	\$575	\$334	\$32	\$20	\$4.00	\$575	\$334	\$28	\$20	\$4.00
Rev. 04/01/2006				Infant: birth thru 18 months				Toddler: 19 months thru 36 months				Preschool Age: 37 months thru 6 ye		School Age: 7 years thru 12 years	
Previous versions of this form are obsolete															

STATE OF ALASKA CHILD CARE PROGRAM OFFICE: PROVIDER SURVEY 2006

Answers should be based on the month of July 2006, unless it is specified otherwise.

Respondents should report for just one facility at just one physical location; i.e. each facility/location should complete a separate survey.

In addition to the possible answers listed for each question, "don't know" and "refused" are options for the respondent.

1. Contact information:

Could you tell me your name, please?

What is your title?

What is the name of your facility?

If your facility is associated with a parent organization, what is the name of that organization or company?

Phone #

Address

Email address

2. Do you only offer a part-day pre-school program?

YES.....(THANK AND TERMINATE)

NO

3. Were you open in the month of July 2006?

(To count as having been open a facility must have had a valid license for at least one day in the month in July 2006, and during the time that license was valid the facility must have had at least one child paying for care.)

YES

NO.....(THANK AND TERMINATE)

4. What is your licensed capacity indicated on your current license?

CAPACITY _____

5. Do you provide child care services at night? (Night is defined as after 10:00 PM and before 6:00 AM on a weekday.)

YES

NO

5a. If you provide child care services at night, how many children did you provide night-time child care services for during the past year?

of children _____

6. Do you provide child care services on the weekend? (The weekend is Saturdays and Sundays.)

YES

NO

6a. If you provide child care services on the weekend, how many children did you provide weekend child care services for during the past year?

of children _____

7. In July 2006, what would you charge a _____ who attended your facility for over 5 hours a day, 17 or more days in the month?

Infant _____

Toddler _____

Preschooler _____

School age _____

8. Do you have children 12 or under in your facility during working hours that do not pay for care because they are your own, those of a co-owner/associate/worker/relative or friend?

Note: children receiving a scholarship or subsidy or are paid for by an employer including the respondent or a co-owner/associate et al, do not count here, but should be included in subsequent questions.

YES

NO.....(SKIP TO 9)

8a. What are the ages of these non-paying children?

Infants (0-18 months) _____

Toddlers (19-36 months) _____

Pre-schools (3-6 years) _____

School ages (7-12 years) _____

TOTAL _____

8b. Of the children from 8a, how many are children of the Facility Director/Owner Operator?

Infants (0-18 months) _____

Toddlers (19-36 months) _____

Pre-schools (3-6 years) _____

School ages (7-12 years) _____

NONE

TOTAL _____

9. By age group of the child, how many paying children attended your program in July 2006? (Paying children include all children for whom payment is expected to be made without regard to the source of payment. This should include all children not reported in questions 8, 8a, and 8b.)

Count all children who attended for at least 1 full-time or two part-time days.

Infants (0-18 months) _____

Toddlers (19-36 months) _____

Pre-schoolers (3-6 years) _____

School age (7-12 years) _____

TOTAL _____

9a. How many of the children from question 9 were full-time?

Full-time is defined as a child expected to attend the facility over 5 hours a day, 17 or more days a month. The answers below must be less than or equal to the corresponding answers in question 9.

Infants (0-18 months) _____

Toddlers (19-36 months) _____

Pre-schoolers (3-6 years) _____

School age (7-12 years) _____

NONE

TOTAL _____

10. How do you normally define a full-time child versus a part-time child?

11. What was your average daily attendance of paying children in July 2006? Please report the monthly average of the maximum number of children in the facility at any point in the day.

The answers to this question must be less than or equal to the answers to question 9. Answers should be based on the number of children actually in the facility during a given time in the month. For example: a licensed home may have 8 children in from 7:00 AM to 6:00 PM, and 4 from 6:00 PM to 6:00 AM; this facility should report attendance as 8.

Infants (0-18 months) _____

Toddlers (19-36 months) _____

Pre-schoolers (3-6 years) _____

School age (7-12 years) _____

NONE

TOTAL _____

11a. How many of the children from question 11 were full-time?

Full-time is defined as a child expected to attend the facility over 5 hours a day, 17 or more days a month.

Infants (0-18 months) _____

Toddlers (19-36 months) _____

Pre-schoolers (3-6 years) _____

School age (7-12 years) _____

NONE

TOTAL _____

12. What would you like your average high attendance to be on a typical day?

Answer this question using the same criteria as question 11, but based on what you would like to have rather than what you actually have.

Infants (0-18 months) _____

Toddlers (19-36 months) _____

Pre-schoolers (3-6 years) _____

School age (7-12 years) _____

NONE

TOTAL _____

12a. If your actual average daily attendance is less than your desired daily attendance, what is the single greatest barrier to increasing your average daily attendance?

13. Do you typically have a waiting list for children to enter your program?

YES

NO.....(SKIP TO 14)

13a. How many _____ are currently on your waiting list?

Infants (0-18 months) _____
 Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School age (7-12 years) _____

TOTAL _____

14. For the month of July 2006 when did you expect a family to have paid their bill, by June 20, 2006, by July 5, 2006, by July 30, 2006, by August 5, 2006 etc?

For those who charge late payment fees this should be the date that divides the on-time versus the late payers, such as, a late fee is charged for payment later than the 5th of the month for which services were provided, then the date recorded below should be July 5, 2006.

DATE _____

15. Please tell me the number of full-time openings you have available for _____?

Infants (0-18 months) _____
 Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School age (7-12 years) _____
 NONE

TOTAL _____

15a. Based on your answers to 15, if exactly that mix of children were to seek enrollment in your program right now, could you/would you in fact take them all?

YES.....(SKIP TO 16)

NO

15b. Based on your answers to 15, if exactly that mix of children were to seek enrollment in your program right now, which ones would you actually take?

Infants (0-18 months) _____
 Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School age (7-12 years) _____
 NONE

TOTAL _____

16. During the last year have you asked one or more families to withdraw a child from your program because you were unable to handle the child's social or emotional problems? (Examples are biting, tantrums, hitting, throwing objects, inconsolable crying, inability to get along with other children, sleep problems, criminal activity...).

YES.....(GO TO 16a)

NO.....(SKIP TO 16c)

16a. (IF YES TO 16...) How many _____ have left for these reasons in the last year?

Infants (0-18 months) _____
 Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School age (7-12 years) _____
 NONE

TOTAL _____

16b. (IF YES TO 16...) Please tell us the most common emotional/social problem which has resulted in your asking a family to withdraw a child from your program, by child age?

Infants (0-18 months) _____
 Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School age (7-12 years) _____
 NONE

16c. Does your program consult with a Behavioral Health professional, or similar professional, prior to asking a family to withdraw a child from your program due to emotional/social problems?

YES

NO

16d. Please explain your answer to 16c.

17. Does your program accept children who receive child care assistance from the State of Alaska Child Care Assistance Program? (State of Alaska Child Care Assistance Program include terms such as PASS I, PASS II, PASS III, CCA.)

YES

NO

17a. (IF YES TO 17...) Of the number of children in your program in July from question 9, about how many were funded by the State of Alaska's Child Care Assistance program?

Infants (0-18 months) _____
 Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School age (7-12 years) _____

TOTAL _____

17b. (IF YES TO 17...) Of the number of children in your program from 17a, about how many were full-time?

Infants (0-18 months) _____

Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School age (7-12 years) _____

TOTAL _____

18. Does your program accept children who receive child care assistance from Alaska Native Organizations?

YES

NO

18a. (IF YES TO 18...) Of the number of children in your program from question 9 about how many were funded by Alaska Native Groups/Organizations?

Infants (0-18 months) _____
 Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School age (7-12 years) _____

TOTAL _____

18b. (IF YES TO 18...) Of the number of children in your program from 18a, how many were full-time?

Infants (0-18 months) _____
 Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School age (7-12 years) _____

TOTAL _____

19. Does your program accept children who receive child care assistance from child protective services (Office of Children Services - OCS)?

YES

NO

19a. (IF YES TO 19...) Of the number of children in your program from question 9, how many were funded by OCS?

Infants (0-18 months) _____
 Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School ages (7-12 years) _____

TOTAL _____

19b. (IF YES TO 19...) Of the number of children in your program from 19a about how many are full-time?

Infants (0-18 months) _____
 Toddlers (19-36 months) _____
 Pre-schoolers (3-6 years) _____
 School age (7-12 years) _____

TOTAL _____

20. Does your program receive assistance from sources other than fees for child care (money, space or utilities at no or low cost, payroll services, etc.) to meet your operating costs?

YES
NO

20a. (IF YES TO 20...) If yes, please describe the assistance, and if possible, estimate a total monthly dollar value and percentage of your operating costs that are subsidized.

DESCRIPTION _____
\$ VALUE _____
PERCENTAGE _____

20b. (IF YES TO 20...) What organizations subsidize your program, and what is your relationship to those organizations?

List of Organizations/Relationships:

20c. In the past year, how much money has your program raised through such things as raffles, charitable contributions, parent or alumni donations etc?

\$ AMOUNT _____

21. In July 2006, how many staff worked for your facility? Please count all staff, excluding volunteers and staff under the age of 16. Count yourself if you are the owner/co-owner/director of the facility and you worked in the facility. (Some owners don't actually work in the facility.)

TOTAL NUMBER _____

21a. How many of those from 21 are full-time staff?

FULL-TIME _____

21b. How many full-time and part-time staff are caregivers, working directly with children, spending more than 50% of their time with the children?

FULL-TIME _____
PART-TIME _____

TOTAL _____

21c. How many of your full and part-time staff who work directly with children have been working for you for one year or longer?

FULL-TIME _____
PART-TIME _____

TOTAL _____

21d. What is your biggest challenge to retaining even more of your staff who work directly with children for a year or longer?

22. Please think about all the staff that work directly with children, those from question 21b. Please tell me the highest level of education they have reached and whether or not they have a CDA. If you can run through each of them, I will note the level of education you report.

ATTACHMENT 3.2 B

The sum of the below should equal the TOTAL in 21b. Please track separately those whose highest education level is higher than a CDA but who also have a CDA. So if there are two caregivers with a two-year college degree in another field and one has a CDA and one does not, record 1 non-CDA and 1 CDA in that row below.

Some high school: _____
 High school diploma or GED: _____
 Some college courses, no degree: _____
 Childhood Development Associate Credential (CDA): _____
 One year degree, other than CDA: _____
 Non CDA _____ CDA _____
 Two year college degree in Early Childhood Education or related field
 Non CDA _____ CDA _____
 Two year college degree in another field
 Non CDA _____ CDA _____
 Four year college degree in Early Childhood Education or related field
 Non CDA _____ CDA _____
 Four year college degree in another field
 Non CDA _____ CDA _____
 Some graduate work
 Non CDA _____ CDA _____
 Graduate degree
 Non CDA _____ CDA _____
 TOTAL _____

22a. Now think of the non-caregivers on your staff, those not included in the last question, and tell me for each of them the highest level of education they have received?

The sum of the below should equal the answer to 21 less the TOTAL in 21b. Please track separately those whose highest education level is higher than a CDA but who also have a CDA. So if there are two caregivers with a Two year college degree in another field and one has a CDA and one does not, record 1 Non CDA and 1 CDA in that row below.

Some high school: _____
 High school diploma or GED: _____
 Some college courses, no degree: _____
 Childhood Development Associate Credential (CDA): _____
 One year degree, other than CDA: _____
 Non CDA _____ CDA _____
 Two year college degree in Early Childhood Education or related field
 Non CDA _____ CDA _____
 Two year college degree in another field
 Non CDA _____ CDA _____
 Four year college degree in Early Childhood Education or related field
 Non CDA _____ CDA _____
 Four year college degree in another field
 Non CDA _____ CDA _____
 Some graduate work
 Non CDA _____ CDA _____
 Graduate degree
 Non CDA _____ CDA _____
 TOTAL _____

22b. Please tell me the highest education level of the Center Director if you are a Center, or of the owner operator if you are a Licensed or Group Home?

ATTACHMENT 3.2 B

Please track separately those whose highest education level is higher than a CDA but who also have a CDA. So someone with a Two year college degree in another field and who also has a CDA is recorded in the CDA section of the Two year college degree in another field. There should be just one answer indicated below.

Some high school: _____
 High school diploma or GED: _____
 Some college courses, no degree: _____
 Childhood Development Associate Credential (CDA): _____
 One year degree, other than CDA: _____
 Non CDA _____ CDA _____
 Two year college degree in Early Childhood Education or related field
 Non CDA _____ CDA _____
 Two year college degree in another field
 Non CDA _____ CDA _____
 Four year college degree in Early Childhood Education or related field
 Non CDA _____ CDA _____
 Four year college degree in another field
 Non CDA _____ CDA _____
 Some graduate work
 Non CDA _____ CDA _____
 Graduate degree
 Non CDA _____ CDA _____

22c. Was the person whose education level that was reported in 22b reported as a caregiver (question 22) or a non caregiver (question 22a).

Caregiver _____
 Non Caregiver _____

22d. Please tell us the major field of study for any degree reported in 22b, and also the exact type of degree, MBA, PHD, MA et al? Double or more majors/degrees are allowed.

MAJOR FIELD _____
 TYPE OF DEGREE _____

22e. Please tell us the race of the person counted in 22b.

Check all of the below six options that apply.

WHITE _____
 BLACK _____
 AMERICAN INDIAN/ALASKA NATIVE _____
 ASIAN _____
 NATIVE HAWAIIAN/PACIFIC ISLANDER _____
 SOME OTHER RACE _____

22f. Please tell us if the person counted in 22b is of Hispanic Origin.

HISPANIC
 NOT HISPANIC

22g. Please tell us the sex of the person counted in 22b.

MALE
 FEMALE

22h. Please tell us the age in years of the person counted in 22b.

YEARS _____

23. Do all staff who work directly with children, caregivers from question 21b, receive the same starting salary, regardless of education and experience?

YES

NO

23a. (IF YES TO 23...) What is the starting salary per hour?

AMOUNT _____

23a. (IF NO TO 23...) What is the range of starting salary per hour?

FROM AMOUNT _____

TO AMOUNT _____

23b. How many of your caregivers are paid the minimum wage of \$7.15 per hour?

TOTAL NUMBER _____

23c. Do you offer any of the following paid benefits to your caregivers? Caregivers are those working directly with children, spending more than 50% of their time with the children, those reported in question 21b?

Health Benefits	YES	NO
Dental Benefits	YES	NO
Paid Vacation	YES	NO
Paid Holidays	YES	NO
Retirement Plan	YES	NO

24. What languages are routinely spoken by children while at your facility? Please list in order of most commonly used, with the most commonly used first.

24a. What languages are routinely spoken by the staff while at your facility? Please list in order of most commonly used, with the most commonly used first.

24b. What languages are spoken by the children's parents while at your facility? Please list in order of most commonly used, with the most commonly used first.

24c. Please rate to what extent language barriers pose a problem for your facility?

Language barriers are in general an inability to communicate due to lack of a mutually intelligible language, lack of fluency on the part of at least one party etc the communication may be between or amongst staff, parents, children, or with Child Care Licensing. Offer all 5 choices prior to the respondent selecting one. This is in effect an open ended question, and frequently, slight, major et al are left up to the respondent to define.

1. little or no problem
2. sometimes a problem or slight problem
3. frequently a problem, but usually not major
4. frequently a problem, and often a major problem
5. a major problem on an a daily or almost daily basis

24d. Please offer any comments you have on questions 24 to 24c.

Comments:

That completes the survey. Thank you very much for your help.

Family Income and Contribution Schedule

ATTACHMENT 3.5.1

Percent State Median	Percent Contribution	Est % of Gross Income	3 Person Fed.Pov. Level	2 Person Family Gross	2 Person Contrib.	3 Person Family Gross	3 Person Contrib. Amount	4 Person Family Gross	4 Person Contrib. Amount	5 Person Family Gross	5 Person Contrib. Amount	6 Person Family Gross	6 Person Contrib. Amount	7 Person Family Gross	7 Person Contrib. Amount	8 Person Family Gross	8 Person Contrib. Amount	9 Person Family Gross	9 Person Contrib. Amount
35%	1.000%	0.6%	86%	\$1,287	\$13	\$1,346	\$13	\$1,404	\$14	\$1,423	\$14	\$1,442	\$14	\$1,462	\$15	\$1,481	\$15	\$1,501	\$15
36%	1.000%	0.6%	89%	\$1,332	\$13	\$1,396	\$14	\$1,460	\$15	\$1,484	\$15	\$1,507	\$15	\$1,531	\$15	\$1,555	\$16	\$1,579	\$16
37%	1.000%	0.6%	92%	\$1,376	\$14	\$1,446	\$14	\$1,515	\$15	\$1,544	\$15	\$1,572	\$16	\$1,600	\$16	\$1,628	\$16	\$1,657	\$17
38%	1.000%	0.6%	96%	\$1,421	\$14	\$1,496	\$15	\$1,571	\$16	\$1,604	\$16	\$1,636	\$16	\$1,669	\$17	\$1,702	\$17	\$1,735	\$17
39%	1.000%	0.6%	99%	\$1,465	\$15	\$1,546	\$15	\$1,627	\$16	\$1,664	\$17	\$1,701	\$17	\$1,738	\$17	\$1,776	\$18	\$1,813	\$18
40%	1.125%	0.7%	102%	\$1,510	\$17	\$1,596	\$18	\$1,683	\$19	\$1,724	\$19	\$1,766	\$20	\$1,807	\$20	\$1,849	\$21	\$1,891	\$21
41%	1.250%	0.8%	105%	\$1,554	\$19	\$1,647	\$21	\$1,738	\$22	\$1,784	\$22	\$1,830	\$23	\$1,876	\$23	\$1,923	\$24	\$1,969	\$25
42%	1.375%	0.9%	108%	\$1,599	\$22	\$1,697	\$23	\$1,794	\$25	\$1,845	\$25	\$1,895	\$26	\$1,946	\$27	\$1,996	\$27	\$2,047	\$28
43%	1.500%	0.9%	112%	\$1,644	\$25	\$1,747	\$26	\$1,850	\$28	\$1,905	\$29	\$1,960	\$29	\$2,015	\$30	\$2,070	\$31	\$2,125	\$32
44%	1.626%	1.0%	115%	\$1,688	\$27	\$1,797	\$29	\$1,905	\$31	\$1,965	\$32	\$2,024	\$33	\$2,084	\$34	\$2,143	\$35	\$2,203	\$36
45%	1.750%	1.1%	118%	\$1,733	\$30	\$1,847	\$32	\$1,961	\$34	\$2,025	\$35	\$2,089	\$37	\$2,153	\$38	\$2,217	\$39	\$2,281	\$40
46%	1.875%	1.2%	121%	\$1,777	\$33	\$1,897	\$36	\$2,017	\$38	\$2,085	\$39	\$2,153	\$40	\$2,222	\$42	\$2,290	\$43	\$2,359	\$44
47%	2.000%	1.3%	124%	\$1,822	\$36	\$1,948	\$39	\$2,073	\$41	\$2,146	\$43	\$2,218	\$44	\$2,291	\$46	\$2,364	\$47	\$2,437	\$49
48%	2.125%	1.4%	128%	\$1,867	\$40	\$1,998	\$42	\$2,128	\$45	\$2,206	\$47	\$2,283	\$49	\$2,360	\$50	\$2,438	\$52	\$2,515	\$53
49%	2.250%	1.5%	131%	\$1,911	\$43	\$2,048	\$46	\$2,184	\$49	\$2,266	\$51	\$2,347	\$53	\$2,429	\$55	\$2,511	\$56	\$2,593	\$58
50%	2.375%	1.6%	134%	\$1,956	\$46	\$2,098	\$50	\$2,240	\$53	\$2,326	\$55	\$2,412	\$57	\$2,498	\$59	\$2,585	\$61	\$2,671	\$63
51%	2.500%	1.7%	137%	\$2,000	\$50	\$2,148	\$54	\$2,296	\$57	\$2,386	\$60	\$2,477	\$62	\$2,567	\$64	\$2,658	\$66	\$2,749	\$69
52%	2.750%	1.9%	140%	\$2,045	\$56	\$2,198	\$60	\$2,351	\$65	\$2,447	\$67	\$2,541	\$70	\$2,637	\$73	\$2,732	\$75	\$2,827	\$78
53%	3.000%	2.0%	144%	\$2,089	\$63	\$2,248	\$67	\$2,407	\$72	\$2,507	\$75	\$2,606	\$78	\$2,706	\$81	\$2,805	\$84	\$2,905	\$87
54%	3.250%	2.2%	147%	\$2,134	\$69	\$2,299	\$75	\$2,463	\$80	\$2,567	\$83	\$2,671	\$87	\$2,775	\$90	\$2,879	\$94	\$2,983	\$97
55%	3.500%	2.4%	150%	\$2,179	\$76	\$2,349	\$82	\$2,518	\$88	\$2,627	\$92	\$2,735	\$96	\$2,844	\$100	\$2,952	\$103	\$3,061	\$107
56%	4.000%	2.7%	153%	\$2,223	\$89	\$2,399	\$96	\$2,574	\$103	\$2,687	\$107	\$2,800	\$112	\$2,913	\$117	\$3,026	\$121	\$3,139	\$126
57%	4.500%	3.1%	156%	\$2,268	\$102	\$2,449	\$110	\$2,630	\$118	\$2,747	\$124	\$2,864	\$129	\$2,982	\$134	\$3,100	\$139	\$3,217	\$145
58%	5.000%	3.4%	160%	\$2,312	\$116	\$2,499	\$125	\$2,686	\$134	\$2,808	\$140	\$2,929	\$146	\$3,051	\$153	\$3,173	\$159	\$3,295	\$165
59%	5.500%	3.8%	163%	\$2,357	\$130	\$2,549	\$140	\$2,741	\$151	\$2,868	\$158	\$2,994	\$165	\$3,120	\$172	\$3,247	\$179	\$3,373	\$186
60%	6.000%	4.1%	166%	\$2,401	\$144	\$2,600	\$156	\$2,797	\$168	\$2,928	\$176	\$3,058	\$184	\$3,189	\$191	\$3,320	\$199	\$3,451	\$207
61%	6.500%	4.5%	169%	\$2,446	\$159	\$2,650	\$172	\$2,853	\$185	\$2,988	\$194	\$3,123	\$203	\$3,258	\$212	\$3,394	\$221	\$3,529	\$229
62%	7.000%	4.9%	173%	\$2,491	\$174	\$2,700	\$189	\$2,909	\$204	\$3,048	\$213	\$3,188	\$223	\$3,328	\$233	\$3,467	\$243	\$3,607	\$253
63%	7.500%	5.2%	176%	\$2,535	\$190	\$2,750	\$206	\$2,964	\$222	\$3,109	\$233	\$3,252	\$244	\$3,397	\$255	\$3,541	\$266	\$3,685	\$276
64%	8.000%	5.6%	179%	\$2,580	\$206	\$2,800	\$224	\$3,020	\$242	\$3,169	\$254	\$3,317	\$265	\$3,466	\$277	\$3,615	\$289	\$3,763	\$301
65%	8.629%	6.0%	182%	\$2,624	\$226	\$2,850	\$246	\$3,076	\$265	\$3,229	\$279	\$3,382	\$292	\$3,535	\$305	\$3,688	\$318	\$3,841	\$331
66%	9.320%	6.5%	185%	\$2,669	\$249	\$2,901	\$270	\$3,132	\$292	\$3,289	\$307	\$3,446	\$321	\$3,604	\$336	\$3,762	\$351	\$3,919	\$365
67%	9.988%	7.0%	189%	\$2,714	\$271	\$2,951	\$295	\$3,187	\$318	\$3,349	\$335	\$3,511	\$351	\$3,673	\$367	\$3,835	\$383	\$3,997	\$399
68%	10.635%	7.5%	192%	\$2,758	\$293	\$3,001	\$319	\$3,243	\$345	\$3,410	\$363	\$3,576	\$380	\$3,742	\$398	\$3,909	\$416	\$4,075	\$433
69%	11.261%	7.9%	195%	\$2,803	\$316	\$3,051	\$344	\$3,299	\$371	\$3,470	\$391	\$3,640	\$410	\$3,811	\$429	\$3,982	\$448	\$4,153	\$468
70%	11.867%	8.4%	198%	\$2,847	\$338	\$3,101	\$368	\$3,354	\$398	\$3,530	\$419	\$3,705	\$440	\$3,880	\$460	\$4,056	\$481	\$4,231	\$502
71%	12.455%	8.8%	201%	\$2,892	\$360	\$3,151	\$393	\$3,410	\$425	\$3,590	\$447	\$3,769	\$469	\$3,949	\$492	\$4,129	\$514	\$4,309	\$537
72%	13.025%	9.2%	205%	\$2,936	\$382	\$3,202	\$417	\$3,466	\$451	\$3,650	\$475	\$3,834	\$499	\$4,019	\$523	\$4,203	\$547	\$4,387	\$571
73%	13.578%	9.6%	208%	\$2,981	\$405	\$3,252	\$442	\$3,522	\$478	\$3,711	\$504	\$3,899	\$529	\$4,088	\$555	\$4,277	\$581	\$4,465	\$606
74%	14.115%	9.9%	211%	\$3,026	\$427	\$3,302	\$466	\$3,577	\$505	\$3,771	\$532	\$3,963	\$559	\$4,157	\$587	\$4,350	\$614	\$4,543	\$641
75%	14.636%	10.4%	214%	\$3,070	\$449	\$3,352	\$491	\$3,633	\$532	\$3,831	\$561	\$4,028	\$590	\$4,226	\$618	\$4,424	\$647	\$4,622	\$676
76%	15.142%	10.9%	217%	\$3,115	\$472	\$3,402	\$515	\$3,689	\$559	\$3,891	\$589	\$4,093	\$620	\$4,295	\$650	\$4,497	\$681	\$4,700	\$712
77%	15.634%	11.4%	221%	\$3,159	\$494	\$3,452	\$540	\$3,745	\$585	\$3,951	\$618	\$4,157	\$650	\$4,364	\$682	\$4,571	\$715	\$4,778	\$747
78%	16.182%	11.9%	224%	\$3,204	\$518	\$3,502	\$567	\$3,800	\$615	\$4,011	\$649	\$4,222	\$683	\$4,433	\$717	\$4,644	\$752	\$4,856	\$786
79%	16.714%	12.5%	227%	\$3,248	\$543	\$3,553	\$594	\$3,856	\$645	\$4,072	\$681	\$4,287	\$716	\$4,502	\$753	\$4,718	\$789	\$4,934	\$825
80%	17.233%	13.0%	230%	\$3,293	\$567	\$3,603	\$621	\$3,912	\$674	\$4,132	\$712	\$4,351	\$750	\$4,571	\$788	\$4,791	\$826	\$5,012	\$864
81%	17.737%	13.5%	233%	\$3,338	\$592	\$3,653	\$648	\$3,967	\$704	\$4,192	\$744	\$4,416	\$783	\$4,640	\$823	\$4,865	\$863	\$5,090	\$903
82%	18.294%	14.0%	237%	\$3,382	\$619	\$3,703	\$677	\$4,023	\$736	\$4,252	\$778	\$4,480	\$820	\$4,710	\$862	\$4,939	\$903	\$5,168	\$945
83%	18.837%	14.6%	240%	\$3,427	\$645	\$3,753	\$707	\$4,079	\$768	\$4,312	\$812	\$4,545	\$856	\$4,779	\$900	\$5,012	\$944	\$5,246	\$988
84%	19.365%	15.1%	243%	\$3,471	\$672	\$3,803	\$737	\$4,135	\$801	\$4,373	\$847	\$4,610	\$893	\$4,848	\$939	\$5,086	\$985	\$5,324	\$1,031
85%	19.881%	15.6%	246%	\$3,516	\$699	\$3,854	\$766	\$4,190	\$833	\$4,433	\$881	\$4,674	\$929	\$4,917	\$977	\$5,159	\$1,026	\$5,402	\$1,074

Effective September 2002 - Based upon the Federal Poverty Level (FPL), State Median Income (SMI) in the Federal Register/ Vol. 67, No. 31, February 14, 2002, and the Estimated 2002 Permanent Fund Dividend (\$1640)

ATTACHMENT 4.1.1

Child Care Assistance Family Application link:

<http://dpaweb.hss.state.ak.us/e-forms/pdf/cc/CC8.pdf>

ATTACHMENT 5.2

Early Learning Guidelines link:

http://www.eed.state.ak.us/news/elg_guidelines.pdf